Gilfach Fargoed Primary School

P R O S P E C T U S

2025-26

Ysgol Gynradd Gilfach Fargoed Primary School
Vere Street
Gilfach
Bargoed
CF81 8LB

Website: https://gilfach-fargoed-primary-school.j2bloggy.com/

I love school and want to come everyday. My favourite subject is maths.

Year 2 pupil.

Croeso

This Prospectus has been put together by the children, staff, governors and parents of the school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the excellent education our school provides along with the exciting opportunities on offer to children in our care.

We currently have about 180 children in our school, and we aim to cater to the talents, skills, needs and potential of every single pupil.

I am extremely proud of our school and of our highly committed team, determined to achieving high standards and providing the very best opportunities for the children in our care. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

The best way to find out about our school is to contact us to arrange a visit. A telephone call to the school office on 01443 875510 is all that is needed to arrange this.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

About our school

Our school motto is:
"**Working and learning together to be our very best**", and it is this desire to ensure every child fulfils their potential which motivates us.

Our school aims are:

1. Create the type of ethos conducive to us all working and learning together.

2. Make school a happy experience, embracing all elements of cultural diversity.

3. Recognise and value the important role that parents play, and seek partnership

4. Encourage children to become independent learners and develop problem – solving skills across the curriculum

5. Help all children to acquire self-discipline and achieve good standards of behaviour at home and at school.

6. Help every child to develop the ability to communicate with confidence and effectiveness, in speaking, listening, reading and writing.

7. Acquire key skills across the Curriculum

8. Help all pupils to develop their creative skills.

I love being at school. I have lots of friends and I like all the lessons because they are fun! Year 3 pupil

About our school continued

Gilfach Fargoed Primary School is set in generous grounds, and classes are housed in two separate buildings, a short distance apart. Our Infant classes occupy the smaller of our buildings, although each class has ample space for classroom and shared provision, as well as easy access to the outdoors.

Our Nursery class has its own outdoor play area, and we also have a dedicated outdoor classroom at the infant entrance, with soft play surfacing making this area exceptionally safe for a variety of outdoor learning opportunities.
Junior classes occupy the "main building" as does our hall and the school offices. Although our buildings are over 100 years old, they are beautifully maintained, light and airy.
We are very lucky to have lots of outdoor space at Gilfach Fargoed. As well as large yards, we have plenty of green space, a "wild wood" and our own garden and allotment area. We believe children thrive on outdoor learning opportunities, and we try to maximise the excellent outdoor provision that we have on site.
Since September 2019, Gilfach Fargoed Primary School has been federated with Park Primary, and both schools work together in partnership for the benefit of our children and all those in our school communities.

Our Federation Mission Statement

In our Federation, we are all learners for life. Our schools prioritise authentic, nurturing relationships through which we provide engaging and inspiring learning experiences.

Our whole community aims to develop:

- Healthy, confident individuals
- Ethically informed citizens
- Creative, confident contributors and
- Ambitious and capable learners.

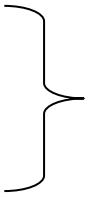
Classroom organisation

Currently, our classes are made up as follows:

Nursery
Reception/Y1
Year 1/2
Year 2/3

} Infant Building

Year 3/4
Year 5
Year 6



Junior Building

Parents in Partnership

We greatly value the contribution parents and carers make to the education of their children and we recognise how vital it is to develop and maintain very good relationships with our children's parents, grandparents and carers.

We invite parents and grandparents in to school on many occasions during the year, including three annual parent consultation evenings, for concerts, assemblies, coffee mornings and workshops.

We also operate a "Virtual Open Door" policy regarding any parental query or complaint. Anyone with any concerns or enquiries can ring school at any time and speak to the headteacher who will try her best to deal with the issue then. If she is unavailable and the deputy head or class teacher is unable to assist, an appointment will be made to rectify any problems or concerns. Any minor queries regarding the day-to-day running of a child's class may be addressed with the class teacher on drop off or collection at the school entrances. Staff are available at main entrances and via phone calls.

Governors

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. School Governors work with the

Headteacher and are responsible for setting the strategic direction of the school. Meetings are held twice each term and committees meet in addition to main body meetings.

If you are interested in becoming a school governor, please contact the Headteacher to find out about any vacancies and ask for a Governor's Information Pack.

Friends of the School Group

We have a dedicated group of parents and staff who meet regularly to plan fund-raising events to enhance the experiences of children in our school. Gilfach FoS hold several events during the year, including Discos, Film Nights, Fetes and Fun Days. They are always looking for new members. Anyone interested should contact school.

I have lots of friends. I really like literacy and topic work best. I love coming to the library.

Year 2 pupil

Joining the School

Admission arrangements

Nursery

It is the Local Authority's policy to provide all 3 year old children with a funded part-time Nursery place. Our school's Nursery is offered on a full-time basis, once children are at an appropriate stage to manage all day nursery provision. Where children are not quite ready to attend all day, we work on a transition plan, where we liaise with parents/carers, to extend provision on a bespoke basis, prioritising the needs of the individual child. Being

mindful of a child's stage of development, when they are starting school, is very important in terms of a successful, safe and happy start.
Children are admitted into the Nursery Class the term after their third birthday. Application forms are available on line- on entering your child's date of birth, you will be provided with the correct application form. Alternatively, you can obtain an application form from school. School will then forward the completed form to the Admission Department. A "Starting School" booklet can be accessed on the council's website: www.caerphilly.gov.uk
Nursery admission takes place in September and Pre Nursery Admission takes place in January and April. Parents who wish to be provided with all day provision may, at this time, wish to enroll their child with ***Busy Feet*** Nursery to provide "Wrap Around" care.
Children from our Nursery Class, upon application, are admitted into our Reception Class at the beginning of the school year in which they attain their fifth birthday.

OTHER CLASSES

The Headteacher will be delighted to chat with parents and children who are considering joining our school. Please do not hesitate to contact school to arrange a convenient appointment.

Pupil Transfers

Permission from the Local Authority must be granted for pupil transfers – please contact:-
Schools Admissions, CCBC, Ty Penallta, Ystrad Mynach, CF82 7PG, 01443 864870

Transfer to Secondary School

We work closely with our Cluster secondary school, Heolddu Comprehensive, and staff at both schools have devised a very effective transition programme involving visits by Y6 children to Heolddu, events for Y5 and Y6 children at Heolddu, and many occasions when staff from the Secondary school visit our primary to deliver lessons, talk to the children and get to know them well in advance.

My favourite subject is maths and I also like science. We did an investigation on beans recently which was fun. I also like playing outside with my friends.

Year 5 pupil.

The Curriculum

The school curriculum comprises all learning, assessment and other experiences that we plan for our pupils. The central aims of our curriculum are to provide opportunities for all pupils to learn and to achieve, working in partnership with parents and the community; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full.

The school's curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning.

The school curriculum in Wales has changed, and we, in Gilfach, are driven by developing these four purposes

- ambitious, capable learners who are ready to learn throughout their lives.
- enterprising, creative contributors who are ready to play a full part in life and work.
- ethical, informed citizens who are ready to be citizens of Wales and the world
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

Curriculum Reform

The new curriculum, *Curriculum for Wales*, became statutory for all schools from 2022. Our aim is to develop ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; healthy, confident

individuals, ready to lead fulfilling lives as valued members of society. In preparation for the new curriculum we:

- Designed our curriculum, starting with the Four Purposes
- Built teacher confidence using the 12 Pedagogical Principles
- Created a culture of collaboration by using the Areas of Learning and Experience, exploring the "What Matters Statements" and developing the Cross Curricular Responsibilities.
- Developed Formative Assessment and evaluated its impact.
- Built Professional Learning time into teachers' timetables.

We design our curriculum to meet the needs of today's learners in exciting, authentic ways, and involving children and parents in our planning. Our curriculum is planned through the six Areas of Learning and Experience which will form the new curriculum. They are:

- Language, Literacy and Communication (English, Welsh, Modern Foreign Languages)
- Mathematics and Numeracy
- Science and Technology
- Humanities
- Expressive Arts
- Health and Well-being

Mandatory cross-curricular skills

Literacy, numeracy and digital competence are mandatory cross-curricular skills and must be embedded within the curriculum.

Schools must design, adopt and implement a curriculum that:

- enables learners to develop in the way described in the four purposes
- is broad and balanced
- is suitable for learners of differing ages, abilities and aptitudes
- provides for appropriate progression for learners and includes a range of provision to ensure this.

The school curriculum must:

- contain the six areas of learning and experience
- encompass the statements of what matters (as set out in the statements of what matters code)
- reflect the principles of progression set out in the progression code
- include the mandatory curriculum elements
- encompass the mandatory cross-curricular skills.

Relationships and sexuality education

Relationships and sexuality education (RSE) plays a vital role in enhancing learners' well-being and safety and became mandatory from September 2022. There is no right to withdraw children from these sessions but we would be very happy to share resources and teaching materials with parents/ carers on request.

WHOLE SCHOOL THEMED DAYS/WEEKS

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include – Anti-bullying Week, Creative Fortnight, World Book Day, Mini-enterprise Week, Poetry Week, Fair Trade Fortnight, International Languages Day and others.

Curriculum for Wales: Areas of Learning and Experience

Expressive Arts

The dynamic nature of the expressive arts can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.

The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own body of knowledge and skills, it is recognised that together they share the creative process.

Statements of what matters

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Health and Well-being

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. The key components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

Statements of what matters

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Humanities

The Humanities Area of Learning and Experience seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own separate body of knowledge and skills.

Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Languages, Literacy and Communication

The Languages, Literacy and Communication Area of Learning and Experience addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

Different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages. Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages.

Languages, Literacy and Communication, Statements of what matters

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Mathematics and Numeracy Area of Learning and Experience

The development of mathematics has always gone hand in hand with the development of civilisation itself. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.

The application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners.

Statements of what matters

- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.

Science and Technology Area of Learning and Experience

The Science and Technology Area of Learning and Experience will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Ready access to vast amounts of data requires all learners to be able to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They need to develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'

Science and Technology, Statements of what matters

- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- The world around us is full of living things which depend on each other for survival.
- Matter and the way it behaves defines our universe and shapes our lives.
- Forces and energy provide a foundation for understanding our universe.
- Computation is the foundation for our digital world.

I especially like our ICT equipment and my favourite subject is PE.

Year 6 pupil

Educational Visits

Educational visits are a very important part of the curriculum, enhancing the learning experiences of the children and broadening their horizons. Our visits are carefully planned to fit into out themes or to develop the learning in particular subjects. For example, in our infant topic, "At the Seaside", we visited Bristol Aquarium. When learning about where our food comes from, we visited Meadows Farm. We visit Techniquest to link to our science studies and Caerleon Legionary Museum to find out about Celts and Romans. The cost of bus transport has increased dramatically over the last couple of years, but we do our best to keep costs down so that we aren't asking for large contributions. We also access travel grants where we can. Despite this, contributing to school trips can be expensive for parents/carers and I would ask anyone with any concerns to contact the office so that we can assist.

REGULAR VISITS

We make regular visits to our local Church, St Margaret's, for special events, such as Christmas concerts and Harvest Festival. We also plan visits every year for Foundation Phase children to meet Father Christmas. Year 6 children visit Blackwood Miners' Institute for the annual performance of "Wings to Fly" and always attend the "Crucial Crew" personal safety workshops. Children in Years 5 and 6 have the opportunity to take part in a residential trip during summer term.

Extra-Curricular Clubs

We believe extra-curricular activities are a very important part of school life, and we try to provide a wide range of opportunities for children after school. Most of our clubs are run by school staff, but we also have several run by external providers, for which we have to ask for a small contribution from parents. We offer: STEM, Netball, Fitness and Art and Craft Clubs.

Visitors

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside poets, musicians, authors, health professions, Eco experts and others.

Assemblies

We conduct a daily act of collective worship of a broadly Christian nature. We also explore famous days in history and events in the news. During this time, children will learn about aspects of bible stories and biblical figures, issues to do with world religions, historical events and the contribution of important people. They have the opportunity to reflect on what they've learned and consider how it affects their own life. Parents have the right to withdraw their child from collective worship.
In addition, we also hold regular class or whole school assemblies where we invite parents in to share in the work of their children.

Homework

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught. In addition children may be given activities linked to their current theme. This provides an opportunity for children to think creatively and produce their own form of response for example a model or piece of art work, a project, an IT presentation, a recount following a family visit.

Our Homework Policy is available on request.

Reading

Reading is probably the most important skill your child will learn in school. Our children are learning to read in school from the moment they are admitted to the

Nursery until their last day of Year 6. We put huge importance on reading, and we value the support of parents and grandparents in supporting children's reading. Your child will read regularly with their teacher or other adult in school, and they will have a reading book, changed regularly, which they should take home for extra reading practice. Guided Reading takes place in all classes in school, and this provides texts to be read and discussed in group situations, led by the teacher or other adult. Children can also access books online, through Bug Club, a program where they will be allocated a suitable selection of books by their teacher. We have a very well-stocked library. Your child may borrow from the school library, which is staffed by our older pupils.

Infants

The infant department encompasses Nursery to our Year 2/3 class.
When children begin school they are given a whole range of purposeful play activities which help them to develop. Through play and a range of practical activities, children develop personal and social skills, physical, language, mathematical and creative skills as well as a knowledge of the world around them. Good Nursery education nurtures positive attitudes in children, encourages their confidence and develops their skills so that they can become effective and independent learners. We offer full-time provision for our nursery children once they are ready to attend all day.

Estyn

Estyn is the education and training inspectorate for Wales. Maintained schools and PRUs will have both a core inspection and an interim visit within a 6-year inspection period. The current 6-year inspection period is from September 2024 to July 2030. Gilfach Fargoed Primary was last inspected in November 2023. The full report can be found on https://estyn.gov.wales/latest-inspection-reports/

"This school is part of a federation, characterised by strong leadership, high expectations, good quality classroom provision, and a focus on the well-being of staff and pupils. The headteacher has fostered a successful learning culture where everyone, staff and pupils, feel proud to be members of the school community, and want to do their best."

Equality

At Gilfach Fargoed Primary School, we recognise that all individuals have fundamental human rights and we do our utmost to ensure everyone participates in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

- We do not discriminate against anyone.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for minority groups.
- Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Safeguarding

Gilfach Fargoed Primary School is committed to safeguarding and promoting the welfare of children, and we expect all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried.

There are three main elements to our policy:-

• Prevention through the teaching and pastoral support offered to pupils;

• Procedures that clearly outline the expectations of all parties within a Safeguarding agenda for identifying and reporting cases, or suspected cases, of abuse, concern and or vulnerability. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and

•Support to pupils who may have been abused, a cause for concern or vulnerable.

Behaviour

In Gilfach Fargoed we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.
The primary aim of our behaviour policy is to promote good behaviour. We have school rules to promote good behaviour and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.
Our Behaviour Policy is designed to promote good behaviour rather than merely deter poor behaviour.

We aim to: -

- ensure the safety and happiness of all our pupils
- take appropriate action to deter bullying
- ensure that our children show consideration for others
- foster a sense of pride in and loyalty and commitment to the school
- safeguard the right of all children to take advantage of all opportunities school has to offer
- treat all children with equal fairness
- work together with parents to overcome individual problems

Additional Learning Needs

At Gilfach Fargoed Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.
We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as More Able and Talented.

Where children are identified as needing additional learning or behavioural support, the school adheres to the ALN Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.
Through assessments and/or observations a teacher, in consultation with the school's ALNCO (the Additional Learning Needs Co-ordinator) may feel a child needs to be placed on the Additional Needs Register. Provision is carefully planned in consultation with parents/ carers and relevant practitioners , and Individual Development Plans created. Ms Gladwyn-Jones is school's ALNCo..

School Uniform

What a child wears to school reflects his/her approach to learning, as well as the approach of his/her parents. It also portrays the school's ethos and shared positive values. It is our school policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours.

Our uniform consists of an emerald green jumper or cardigan with white polo shirt, grey or black trousers/grey or black skirt. The uniform can be purchased from CC Sports Bargoed, or can be ordered from https://myclothing.com/.. Shoes should be predominantly black- either shoes or trainers.

For PE, children wear a white polo shirt and black shorts.

Frequently, children lose or misplace articles of clothing. Please help us to find them by marking all garments with the child's name. We have a range of good quality, washed "pre-loved" uniform that is available. Please contact the office, and we'd be delighted to assist.

Healthy Schools

We take our role in promoting and developing understanding of healthy lifestyles very seriously. We are currently working towards Phase 6 of the Healthy Schools Scheme. We do not allow sweets or chocolate as snacks. Research shows that our brains need water to stay active and alert. All children are encouraged to bring water

into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. We have a water fountain in the main school hall, available for all children to use.

School Meals

Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day and govern all food and drink on offer within the school. Menus are on display in the school hall, can be viewed in advance. Parents can choose not to take-up a school lunch for their child, in which case children should bring a healthy packed lunch into school.

All pupils from Nursery-Year 6 are now eligible for universal free school meals provision, which will mean no child in primary education will pay for a school dinner.

<u>However, if you think your child is eligible for free school meals, please apply on-line through the CCBC website, as families may also be eligible for the additional £125 pupil development grant.</u> This funding can be used to fund a variety of different things including:

- School uniform, including coats and shoes;
- School sports kit including footwear;
- Uniform for wider activities, for example sports, scouts and guides;
- School equipment where new curriculum activities begin such as design and technology; and
- Equipment for out of school hours trips such as waterproofs for outdoor learning.
- Laptops or tablets to assist with remote learning

Breakfast Club

School runs a successful Breakfast Club, staffed by employees of Caerphilly Catering, where children are provided with a healthy breakfast of fruit juice, cereal, toast and a piece of fruit. The doors open at 8.10 a.m. and serving stops at 8.40 a.m. Pupils are well- supervised indoors or out, weather depending.

ABSENCES

If your child is unable to attend school or nursery for any reason please telephone the school office to let us know. If your child has sickness or diarrhoea we ask that he/she does not return to school for 48 hours as this type of illness can be very infectious. In the case of any Covid symptoms, children must not come to school. These are cough, high temperature, loss of taste/ small and/ or a rash.

To encourage high levels of attendance, certificates are awarded to children at the end of the Autumn, Spring and Summer for 100% attendance; for 100% over the school year; and rewards are given to classes who achieve 100% attendance in any week.
Every half-term, parents are informed of their child's attendance figure to date for that year, and are informed whether that figure places the attendance in the gold, green, amber ore red category used by school to assess attendance.

The School Day

Nursery Class
Pre Nursery (January/April Starters)- 9:30am– 11:30am or 12:50pm-2:50pm

Full time Nursery– 9am-3pm

Infant and Junior Departments

Reception/Y1: 8.50am- 3.05am
Year 1/2: 8.50am-3.05pm
Drop off and collection via the nursery entrance.

Year 2/3: 8.50am- 3.10pm
Drop off and collection via the rear gate,

Year 3/ 4: 8.50am- 3.05pm
Year 5: 8.50am – 3.10pm
Year 6: 8.50am – 3.10pm
Drop off and collection via the Main entrance

MEDICAL & OTHER ISSUES
When children start school parents are asked to complete a form outlining any medical history including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to-date.

FIRST AID
Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency. All injuries are recorded.

MEDICINES
We do not administer medicines in school, unless under special circumstances which affect long term health. It is usually possible to meet the prescription requirements by parents giving medicines just before the start of the school day and immediately after. Alternatively, if you child needs a prescribed medicine within the school day, please arrange for an adult to call into school to administer.

SMOKING
We operate a no-smoking policy - smoking is not permitted anywhere within the school or grounds.

DOGS ON SCHOOL PREMISES
As we have several children who are allergic to dogs, and in light of other health and safety concerns, we are unable to allow any dogs on school premises, unless they are Guide or Hearing Dogs. We would ask for parental support with this. If you have a dog with you, please wait outside the school entrance.

MONEY
Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, amount and the purpose of the money. All monies should be given to the class teacher or class teaching assistant, or handed in directly to the office.

COMPLAINTS
Any minor problems related to school matters should first be discussed with class teachers , but any complaints or more serious issues should be brought to the attention of the Headteacher. If the complaint is not resolved, a formal complaint may be made to the

Governing Body, which is the final arbiter of complaints. The procedure to register a complaint is available from the school office. The policy is on the website.

CHARGING POLICY

At Gilfach Fargoed Primary we are constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children; and by running activities and workshops. Where possible, teachers look for free activities or apply for funding, although, for some external visits, we have to request a voluntary contribution from parents.

MOBILE PHONES

We do not allow children to bring mobile phones to school unless under special circumstances approved by the headteacher. If approval has been given, the child must hand his/ her phone to class teacher for safe keeping until the end of the day. Children are not allowed to keep mobile phones in coats, bags or lockers.
Mobile phones are not allowed on excursion or residential trips.

OPERATION ENCOMPASS

OPERATION ENCOMPASS
In every force. In every school. For every child.

We are an Operation Encompass School
Operation Encompass is a police and education early intervention safeguarding partnership enabling support for children and young people who are experiencing domestic abuse. Our school receives notification following an incident of domestic abuse to which the police have been called, so that we can best support the pupil within the school setting. Having information about such incidents allows our wellbeing strategies to be utilised in a timely manner, which then provides the most appropriate intervention for children and their families.

The Governing Body, Headteacher and Staff

GILFACH FARGOED PRIMARY SCHOOL

Headteacher	Mrs C Rees Gilfach Fargoed Primary School Gilfach Bargoed CF81 8LB (Tel 01443 875510)
Deputy Headteacher	Mrs K Jones
Chairman of Governors	Mr Howard Llewellyn
Vice Chairman	Mr Luke Jones

Class Teacher	**Class**
Mrs H Griffiths	Nursery
Miss M Thomas	Reception/Y1
Mrs H Usher	Year 1/2
Miss A Griffiths	Year 2/3
Miss L Houlihan	Year 3/4
Mrs K Jones	Year 5
Mrs L Ashford	Year 6

Support Staff	**Role**
Mrs S Davies	Teaching assistant, Nursery
Miss K Linton	Teaching assistant, Nursery and additional support
Mrs C Evans	Teaching Assistant, Reception/Y1
Miss S Kingston	Teaching Assistant, Y1/2
Miss D Veall	Teaching assistant, Y2/3
Miss A Davies	Teaching assistant, Y3/4
Miss C Jones	Teaching assistant, Y5
Miss R Davies	Teaching assistant, Y6
Mrs L Stenner	School Clerk
Mr C Chard	Caretaker

Lunchtime and Breakfast Club Staff

Mrs A Cahill: School Cook and Breakfast Club leader

Mrs J Thomas; Miss J Smith

Appendices

1. Home-school agreement
2. Consent form for digital images
3. School ICT agreement
4. Social networking and online media expectations

Caerphilly County Borough Council
Gilfach Fargoed Primary School
Home-School Agreement

1. **The Parents**

I/We shall try to:

- See that my child goes to school regularly, on time and properly equipped;
- Notify the school when my child is absent;
- Support the school's policies and guidelines on Discipline and Behaviour;
- Support my child in homework and other opportunities for home learning;
- Let the school know about any issues that might affect my child's work or behaviour;
- Attend parents' evening and discussions about my child's progress;
- Get to know about my child's life at school;
- Ensure that my child reads regularly and reading log is signed;

2. **The School will:**

- Provide a broad and balanced curriculum that meets the individual needs of your child;
- Help all pupils to acquire the skills of literacy, numeracy, problem solving and information technology so that they become effective learners;
- Ensure that your child has the opportunity to achieve their full potential as a valued member of the school community;
- Contact parents if there is a problem with attendance, punctuality or equipment;
- Set, mark and monitor homework;
- Send home assessments as part of homework and an annual report;
- Arrange Parents' Evenings at an appropriate time during which progress will be discussed;
- Ensure that all complaints are handled sensitively and responded to appropriately, sometimes in writing in line with the school's complaints procedure;

- Keep parents informed about school activities through regular letters sent home, news-sheets and notices about special events;
- Encourage a sense of responsibility in caring for the school environment and in the wider community the local parks and garden areas.

3. **The Pupil**

I shall try to:

- Attend school regularly and on time;
- Bring all the equipment I need every day;
- Read my book every night;
- Be tidy in appearance and wear my uniform everyday;
- Do all my classwork and homework as well as I can;
- Be polite and considerate to others;
- Respect my environment.

Signed ……Parent(s)/Guardian Date …….

Signed ……Headteacher Date …….

Signed ……Older Pupils Date …….

Parental Response:

……

……

……

Name of Parent: ……

Gilfach Fargoed Primary School

Consent Form For Use Of Images Of Young People Under 18

Dear Parent/Carer

Occasionally the school may take photographs/make a video recording of your son/daughter at school or when out on projects with us, to use in portfolios as evidence of work completed, or in marketing materials such as printed publications, on video and/or on a web site.

To comply with the data protection act 1998, we need your permission before we can do any of the above.

Please answer 1 – 4 below and return to school as soon as possible.

Thank you.

1. Do you give us consent to use your son/daughter's photograph on portfolios of pupils work? **Yes/No**

2. Do you give us consent to use your son/daughter's photograph in printed publications? Eg local newspapers
Yes/No

3. Do you give us consent to use your son/daughter's photograph on video or web cam? Eg electronic portfolios or concert Y**es/No**

4. Are you happy for your son/daughter to appear on the media? Eg television broadcast Y**es/No**

5. Do you give consent to use your son/daughter's photograph on our school website?
Yes/No

Parent /Carer

I have read and understood this form.

Signature …….

Child's Name…… **Class** ……

We often arrange educational walks/ visits/trips in order to develop the curriculum. If you would like your child to attend these trips, please sign below.

I give consent for my child _____
to attend educational walks/visits and trips.

Signed: _____

School ICT Agreement

The Internet and other communications technologies are powerful tools, which open up new opportunities for everyone. These technologies are great for learning as they can stimulate discussion and collaboration, promote creativity and can help us find information quickly.

This agreement is intended to make sure that

- You know how to be responsible users and stay safe while using the Internet and other communications technologies for at school and at home;
- You know how to keep yourself, others, our school and your home safe.

The school will try to ensure that you will have good access to ICT to enhance your learning and will, in return, expect you to agree to be responsible users.

I understand that:

● I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the school ICT systems and other users;

● School will monitor my use of ICT;

●School has the right to take action against me if I am involved in incidents that break this agreement.

The following actions will help to keep you, other people and our school safe.

	• I will use computers and devices when I have permission. In school, I must be supervised and at home, will follow any family agreement about using computers. • I will treat my username and password like my toothbrush-I will not share it or use anyone else's. I will always log out when I leave a computer. • I will be aware of stranger danger when communicating online, for example, I will not share personal information like my surname or a named photograph, address, telephone number , email etc .or arrange to meet with anyone. • I will immediately report to an adult anything unpleasant or that I know is inappropriate or makes me feel uncomfortable • I am aware that the Internet contains information that is: inaccurate, harmful,
YOU Respecting others	• I will respect others' work and won't open or change other people's files or folders without permission • I will respect other people's work on the Internet and not copy it without saying where it came from. • I will always be polite and respectful with others online. • I will make sure people are happy before I take photos of them. • I will only use the photos I've taken with adult permission.
 Looking after our school and home equipment	• I understand that the purpose of ICT in school is to support my learning and that's what I will use it for. • I will prevent viruses spreading by only opening email and attachments from people I trust • I will immediately report any damage or faults involving equipment or software, however this may have happened.

School ICT Agreement

This form relates to the Pupil-School-ICT Agreement, to which it is attached.
Please complete the sections below to show that you have read, understood and agree to the rules included in the agreement.

I have read and understand the above and agree to follow these guidelines when:
• I use the school ICT systems and equipment (both in and out of school)
• I use my own equipment in school (when allowed) eg cameras
• I use my own equipment out of school in a way that is related to me being a member of this school eg communicating with other members of the school,, accessing school email, the school website etc.

Name of Pupil	Signed	Date

Parent declaration

I have read through this agreement with my child and reinforced the importance of eSafety at school and home.

Please tick as appropriate:

I am aware of the dangers of using computers and the Internet and understand how to take precautions to protect my child at home, for example using children logins, filtering and monitoring, supervised use and family agreements for use. ☐

I would be interested in attending an eSafety meeting to find out more about the dangers of computers and the Internet and how to take precautions to protect my child at home. ☐

Parent/Carer	Signed	Date

The use of social networking and on-line media

This school asks its whole community to promote the 3 common approaches to online behaviour:

o Common courtesy
o Common decency
o Common sense

How do we show common courtesy online?

- We ask someone's permission before uploading photographs, videos or any other information about them online.
- We do not write or upload 'off-hand', hurtful, rude or derogatory comments and materials. To do so is disrespectful and may upset, distress, bully or harass.

How do we show common decency online?

- We do not post comments that can be considered as being intimidating, racist, sexist, homophobic or defamatory. This is cyber-bullying and may be harassment or libel.
- When such comments exist online, we do not forward such emails, tweets, videos, etc. By creating or forwarding such materials we are all liable under the law.

How do we show common sense online?

- We think before we click.
- We think before we upload comments, photographs and videos.
- We think before we download or forward any materials.
- We think carefully about what information we share with others online, and we check where it is saved and check our privacy settings.
- We make sure we understand changes in use of any web sites we use.
- We block harassing communications and report any abuse.

Any actions online that impact on the school and can potentially lower the school's (or someone in the school's) reputation in some way or are deemed as being inappropriate will be responded to.

In the event that anyone is found to be posting libellous or inflammatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. (Staff are subject to the local authority's policies for social media.)

(All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this.)

Home – School Agreement for use with live-stream lessons

At Gilfach Fargoed Primary School our members of staff agree to:

- Schedule a link to the live-stream or video-conference on Seesaw 5-10 minutes before the live session begins.
- Be the first persons logged into the stream. Discuss roles and responsibilities with learners at the outset of all lessons
- Notify the school's senior management team, learners and parents/carers of any scheduled lessons, cancelled lessons or changes in arrangements
- Ensure that they keep themselves up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies
- Prevent a one-to-one situation at the end of an online class by disconnecting all participants from the live stream at the close of the lesson **and immediately deleting the session from their calendar.**

Learners agree to:

- be punctual for all lessons
- make sure they have everything the need for learning
- make sure they have devices ready before the lesson begins and are logged into the session
- show respect for everyone in the online classroom
- dress appropriately for all classes, thinking about respect for others
- ensure the location they log in from is appropriate, i.e. give consideration to background, camera angle, privacy, etc.
- seek to contribute to the class in a positive manner and not be disruptive at any time
- not share images of the class
- leave the online lesson promptly at the end of the session.
- Not use the school's devices or school logins to message other learners outside of the planned online learning activity.

Parents & carers agree to:

- Ensure children are ready for learning
- Allow children to work a suitable environment as far as is possible
- Not to interrupt online lessons at any time
- Respect the privacy and confidentiality of all learners and staff in the online sessions.
- Ensure that school devices being used by learners are not used inappropriately at any time

PLEASE NOTE: Pupils who have been excluded will not be permitted to join live streaming lessons until the end of their period of exclusion. Work will be provided for these pupils in the usual ways and/or through Seesaw.

Where pupil behaviour does not meet expectations or is disrupting the learning of others they should be removed from the live-stream until a conversation with parents/carers is undertaken.